

Windwhistle Primary School

Inspection report

Unique reference number	109099
Local authority	North Somerset
Inspection number	377870
Inspection dates	10–11 May 2012
Lead inspector	Ann Henderson HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	449
Appropriate authority	The governing body
Chair	Terence Covey
Headteacher	Lynette Hunt
Date of previous school inspection	15–16 October 2008
School address	Kingsley Road Weston-super-Mare North Somerset BS23 3TZ
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Age group	3–11
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Introduction

Inspection team

Ann Henderson

Her Majesty's Inspector

Jenny Batelen

Additional Inspector

Simon Rowe

Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 32 lessons taught by 15 teachers, of which 11 were joint observations with the headteacher and deputy headteachers. In addition, inspectors carried out short visits to classes to evaluate behaviour and safety, and the quality of pupils' learning in lessons. Discussions were held with parents and carers, pupils, staff, including senior and middle leaders, and the Chair of the Governing Body. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection, observed the school's work, and looked at school documentation which included the school development plan, safeguarding documents, information about pupils' attainment and progress, external monitoring reports and the minutes of governing body meetings. Inspectors analysed 207 questionnaires from parents and carers, and other questionnaires from pupils and staff.

Information about the school

Windwhistle Primary is larger than average-sized primary school. The Early Years Foundation Stage children are taught in two Nursery and two Reception classes. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of pupils from minority ethnic groups is below average. The proportion of pupils supported at school action plus or with special educational needs is well above average. The proportion of pupils entering or leaving the school other than at the usual times is higher than the national average. The school does not meet the current floor standards which are the minimum standards expected by the government for pupils' attainment and progress. The school runs a breakfast club and an after-school club.

There is a children's centre on the school site which is not managed by the governing body. This provision is inspected separately.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

- This is a satisfactory school where pupils are well cared for in a safe and secure environment. The school is not good because there are inconsistencies in teaching which mean that pupils do not make consistently good progress over time. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Achievement for most groups of pupils is satisfactory. Children in the Early Years Foundation Stage and those at school action plus achieve well. Attainment at the end of Year 6 has been low for three years. Standards are rising and teaching is improving. Current standards in Year 6 are below the national average in reading, writing and mathematics.
- Teaching is satisfactory overall. Although much teaching seen during the inspection was good, the impact of teaching over time on the achievement of pupils is satisfactory. The school has recently introduced a number of new initiatives to improve the quality of assessments and is using layered targets to check on pupils' progress. However, teachers do not always provide activities with sufficient challenge or enough opportunities for pupils to show independence, or guidance to ensure pupils understand their next step in learning, or monitor pupils' performance against their targets.
- Pupils behave well and feel safe. They have positive attitudes towards learning even in the lessons where the pace is slower. They have good relationships with one another and with the adults who support them.
- Since the last inspection standards have started to rise and pupils' progress is accelerating, particularly in the Early Years Foundation Stage and Key Stage 1 as teaching improves. More effective management of staff performance is leading to better outcomes. The successful distribution of leadership has improved the school's capacity for sustaining improvements.

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What does the school need to do to improve further?

- Raise levels of attainment and accelerate pupils' progress to ensure that a greater proportion of pupils reach nationally expected levels in all years by July 2013 by:
 - making more effective use of assessment to enable pupils to have a clear understanding of their next steps in learning
 - providing more opportunities for pupils to monitor their own progress towards achieving their targets
 - providing sufficient levels of challenge, particularly for the more-able, to enable a greater proportion of pupils who are capable, to reach the higher levels of attainment
 - ensuring pupils are provided with increased opportunities to develop independence to accelerate the pace of learning in lessons.

Main report

Achievement of pupils

Achievement is satisfactory overall but good in the Early Years Foundation Stage. Most parents and carers think that their children are making good progress. Inspection evidence shows that, although increasing proportions of pupils are making good progress, this is not consistent across all classes and year groups.

Children enter the Nursery with skills and abilities that are well below those expected for their age, particularly in communication, language and literacy. They make good progress and start Year 1 with basic skills that remain below those found nationally.

Since the last inspection, there has been a decline in the attainment of pupils, largely due to pupils making insufficient progress. Attainment in English and mathematics has been low since 2009. However, attainment gaps are closing and standards are starting to rise. For example, in Years 1 and 2 pupils' progress is improving and current school data indicates that a higher proportion of pupils in Year 2 will reach standards expected for their age in reading, writing and mathematics. During Key Stage 2 progress slows but is satisfactory, but accelerates in Year 6. As a result, progress over time remains broadly satisfactory. Attainment in reading at the end of Year 2 has been low for three years. Reading attainment in Years 2 and 6 has risen but remains below the national average. The recent introduction of a systematic approach to the teaching of phonics (the sound that letters make) is having a positive impact on accelerating pupils' progress in reading.

Pupils are keen to learn; even when teachers talk for too long, pupils listen attentively and willingly undertake the tasks set for them. The best learning takes place in lessons where teachers use a wide range of strategies to support pupils' application of basic literacy and numeracy skills. For example, where teaching was

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good in Year 6, teachers scaffold writing well to help pupils structure their writing better. Effective questioning consolidates and extends pupils' learning well and the creation of a very positive learning environment gives pupils belief that they can achieve. In a good Year 5 lesson, pupils were actively engaged in learning about decimals and their correct place on a number line. Good opportunities were provided for pupils to explain what they had learnt and were helped to understand how this learning would help them to acquire basic skills in other areas of the curriculum.

Disabled pupils and those with special educational needs respond well to good levels of support. As a result, pupils at school action plus make good progress. Other pupils with special educational needs make satisfactory progress. There are no significant differences in the achievement of pupils known to be eligible for free school meals or those who speak English as an additional language.

Learning was never less than satisfactory and in most lessons it was good. Pupils learn well when work is challenging and they are interested and engaged in productive activities. They also respond well to group work and partner talk. The pace of learning is reduced when work is not planned to sufficiently challenge more-able pupils, or when pupils spend too long working on activities as a whole class, rather than actively engaged in independent learning.

Quality of teaching

Most pupils say teaching is good and almost all parents and carers say that their children are making good progress. Teaching is satisfactory with an increasing amount that is good. In the best lessons, teachers plan stimulating activities that fully engage pupils through effective questioning and group work that is accurately matched to their specific learning needs and capabilities. For example, in the Year 1 classes, *'Jack and the Beanstalk'* work was interesting, stimulating and challenging and pupils engaged with the activities well. The pupils were fascinated when they received a letter from 'Jack' providing them with a tally chart of information. They used this information effectively to construct simple block graphs and discuss the evidence. As a result, they made good progress in their mathematical learning.

In lessons that are satisfactory, there is less variety in activities and work is not always planned well enough to ensure activities are suitably matched to pupils' capabilities, particularly for the more-able. At times, questioning is too directed to pupils volunteering answers, which diminishes opportunities for less confident pupils to show their understanding. In addition, there are too few opportunities for pupils to develop independence in learning. In the Early Years Foundation Stage learning is good because teaching is effective and the curriculum meets young children's needs well. It is stronger in the Nursery, because children access all areas of learning both indoors and outdoors. In the Reception classes, the outdoor learning environment does not always provide effective opportunities to fully promote all areas of learning.

Assessment procedures have improved in reading since the last inspection and a

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similar approach to assessing pupils' writing is beginning to provide valuable information about what children can and cannot do in writing. Teachers are now using the information gained from assessment more effectively and are planning better to meet the needs of different groups. At present, teachers' assessment of mathematics is underdeveloped. The recently introduced layered curricular targets are focusing on broad areas for improvement, but they do not always identify what the next steps in learning are. As a result, pupils do not fully understand what they must improve and insufficient opportunities are provided for them to monitor their own progress towards achieving their targets. New marking procedures are providing more information to pupils on how to improve their work, but this is at an early stage of development.

Teachers promote pupils' spiritual, moral, social and cultural understanding satisfactorily. Social, moral and emotional aspects of learning are appropriately covered and make a positive impact on pupils' personal development. The additional instrumental music teaching enriches learning, enhances pupils' enjoyment of school and further develops their musical talents.

Behaviour and safety of pupils

The vast majority of parents, carers and pupils think that behaviour is good in classes and around the school. Inspectors agree that behaviour and safety are good and found pupils to be polite and courteous towards visitors. Pupils have good attitudes to learning, settle quickly to tasks and sustain their concentration well. Relationships between adults and pupils and between the pupils themselves are good. Pupils say that they feel safe in school and if any unacceptable behaviour occurs, it is dealt with quickly. A few parents and carers raised concerns about bullying, but incidents are rare and the vast majority of parents and carers report that any issues raised are dealt with effectively. The school takes a proactive approach to minimise bullying. For example, anti-bullying week serves to increase pupils' knowledge about the subject. As a result, pupils have a good understanding of different types of bullying and they say that the school deals with incidents well. This view is reflected in the school records.

Throughout the school day the welfare of pupils is given a high priority. The parent support advisor liaises well with staff, pupils and families to deal promptly with matters relating to pupils' well-being. These links and the interventions to support pupils with behavioural and emotional difficulties, such as the nurture groups, have a demonstrable impact on improving pupils' behaviour, self-esteem and their progress. The school has been equally determined in its efforts to improve attendance and reduce the high proportion of pupils who are persistently absent. Attendance rates declined in 2011, but the school has taken effective steps to improve pupils' attendance and it is now average. However, a small number of families remain to be convinced that regular attendance and arriving punctually at school are crucial if their children are to be happy and successful in school and in their future lives.

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Leadership and management

Leadership and management are satisfactory and the school has the capacity to improve further. Leaders and managers have created a positive climate for learning and an encouraging and supportive ethos. The headteacher has successfully distributed leadership by establishing leadership teams. As a result, the skills of senior and middle leaders in monitoring and planning for further improvement are developing well. Responsibilities are appropriately delegated to ensure smooth day-to-day management of the school. High expectations of behaviour which are consistently applied are reflected in the good behaviour observed. The headteacher and staff promote a positive and inclusive climate for learning. Pupils feel at ease to talk to someone if they have concerns because they know they will be listened to and taken seriously. Communication with parents and carers is good and most state that any concerns they have will be dealt with and resolved quickly. The governing body has a broad understanding of the strengths and areas for development and knows the community well. Recent professional development for staff to improve assessment, marking and feedback to pupils is beginning to have a positive impact on pupils' learning and progress in lessons.

Pupils' spiritual, moral, social and cultural development is promoted satisfactorily. The school has suitably improved the curriculum to engage pupils in a range of worthwhile and interesting cross-curricular themes. It promotes positive behaviour and safety and provides a broad range of experiences. Pupils talk enthusiastically about the wide range of trips, including the residential visit to the Isle of Wight and regular visits to a local farm.

Equal opportunities are promoted and discrimination is tackled competently. Pupils at school action plus get good support but the more-able could be challenged more. Gaps in pupils' performance against national expectations are starting to close but there is more to do to ensure all pupils, in every year, reach national expectations, particularly in English and mathematics. Safeguarding arrangements meet government requirements. Recruitment and vetting procedures are robust.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



14 May 2012

Dear Pupils

Inspection of Windwhistle Primary School, Weston-super-Mare BS23 3TZ

Thank you for welcoming inspectors to your school, and a special thanks to those of you who took the time to talk to us. We found you extremely interesting to talk to, and very polite and helpful. You spoke enthusiastically about your school and how much you enjoy learning.

Your school is providing you with a satisfactory education. You behave well, and feel safe in school and know there is always someone to talk to if you have a problem. You enjoy learning, which is reflected in your improved attendance, although some of you do not arrive in time for the start of the school day, which negatively affects the learning of the class. Teachers mark your work, but we think that you could be provided with more information about how to improve your work. We have asked the school to always make sure that teachers help you to make good progress by ensuring work is always challenging, and that you are helped to understand how you can use your targets to check on your own progress.

You told us you enjoy many of the things you learn about in school. Your headteacher, the staff and members of the governing body are doing many good things to make your school even better. We think those of you who are more-able should be provided with greater challenge in lessons to enable you to always make good or better progress. We also asked the school to provide more opportunities for you all to gain greater independence in your learning.

We enjoyed visiting your school. Continue to work hard and, most of all, enjoy your learning.

Thank you again for your help.

Yours sincerely

Ann Henderson
Her Majesty's Inspector

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